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# ARKANSAS LIBRARIES



ARKANSAS LIBRARY ASSOCIATION

ANNUAL MEETING

November 16-17, 1949

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LITTLE ROCK, ARKANSAS

Vol. 6, Series II

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ARKANSAS LIBRARY COMMISSION

In Co-operation With

ARKANSAS LIBRARY ASSOCIATION

UNIVERSITY OF MICHIGAN  
GENERAL LIBRARY

# Arkansas Libraries

Vol. 6, Series II

October, 1949

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## ARKANSAS LIBRARIES

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## LET'S REAFFIRM OUR FAITH IN LIBRARIES

By E. W. McDiarmid<sup>1</sup>

In these times of ignorance, uncertainty and fear, we librarians must, more than ever before, reaffirm our faith in the power of knowledge and understanding to help us solve our crucial problems. Regardless of our individual reasons for entering this library profession, a firm belief common to us all is that knowledge brings understanding and that the prospects for a better world lie primarily in providing people everywhere with information and education. We would not be librarians if we did not believe this. However articulate or inarticulate we may be about our objectives, all of us recognize that basic to librarianship is faith in the power of understanding, and determination on the part of each of us to push back, however slightly, the domains of ignorance and fear.

There is no more noble tradition in our society today than the tradition of free sources of information available to all the people. There is no tradition closer to the fundamentals of our American society. We believe that the people must rule, but to rule wisely and well they must substitute enlightenment and understanding for ignorance and intolerance. American society cannot function without some agency such as the free library. So long as there are free libraries, freedom of speech, and freedom of the press, neither fascism nor communism can succeed in America.

Our work rarely brings headlines, and other professions may be said to possess more glamour. For down-right importance and significance,

however, what goes on in every library across the country is pretty fundamental to the improvement of our society. It is here that people study ideas, obtain information, receive better understanding and, in short, equip themselves to be better citizens and better persons. In our libraries, and as a result of our efforts, our people become better citizens and our society becomes a better society.

Toward these high ideals we librarians, through our professional association, the American Library Association, are continually striving. A.L.A. is the chief agency through which we work for the extension and improvement of library service. Dedicated as it is to freedom of access to information on all subjects for the people, A.L.A. stands as a monument to our faith in the ideals of our profession, and our belief that working together as a profession, our libraries can and will contribute more to an educated America.

One small way we can reaffirm our faith in our profession is through our national association. We who are already members should renew our membership in A.L.A. at once. Those of us who have neglected to join A.L.A. can and should do so at once. Librarianship needs all of us and the American Library Association will be a better association if each of us gives his wholehearted support. Let's reaffirm our faith in libraries by making A.L.A. an association of all librarians. Let's make A.L.A. an even stronger force for an educated America.

<sup>1</sup> Errett Weir McDiarmid, librarian at the University of Minnesota, president of ALA. 1948-49. This article is reprinted from ALA Bulletin for January, 1949.

# AUDIO-VISUAL METHODS CHALLENGE THE SCHOOL LIBRARIAN

By O. H. Coelln, Jr.\*

The adventure of living in this world of fast-moving events is a challenge to all who work in the field of human relations, for in that area of relationships between the peoples of nations and by and between the people within this land of ours we are re-discovering this fundamental truth—that in education lies our real hope of survival.

The phrase "more learning in less time" was learned in the mass acceptance of audio-visual tools in World War II. The meaning of these tools at a time of crisis in American education must now be re-examined.

350,000 of our 850,000 teachers have left the profession since 1941. 109,000 teachers today are substandard, holding only emergency teaching permits. 70,000 teaching positions are today vacant. 8,197,000 citizens, 14 years or over, have less than 5 years of schooling. 2,800,000 persons, 14 years and over, are illiterates, and 4,000,000 children of the ages 5 to 17 are not enrolled in any school.

The price paid for these sad facts, under-scoring the real decline of American education, is the swift progress of confusion, the easy acceptance of all the "isms," and the easy swaying of many people who are ill-equipped to understand the complex maneuverings of men of ill will who would lead our country into decadent patterns of Europe and Asia.

A time of great challenge brings forth some of its own answers. One of these answers has been found in the effectiveness of audio and visual tools to speed the learning process,

which to some degree can help make up for these deficiencies endangering our free society.

Unfortunately there is no clear road and there are too few well-marked signs with which to assure our reaching the goal of more effective use of these powerful tools within our schools. At the crossroads, signs point in two directions.

1. That these tools for better learning can only be applied by experts and that their application is the task of skilled administrators.

2. That these tools are so simple and so effective that every classroom teacher can make effective use of them, if he or she is willing to make that minimum effort and wants to keep that professional promise which is inherent in every good teacher.

This question is asked: "What can librarians in the schools do to develop an integrated program for the provision and use of materials of all kinds?"

School librarians have a great opportunity. Within the scope of library service there should be a place for audio-visual materials. The following points should be remembered:

1. A complete information service and reference shelf should be provided, consisting of indexes, bibliographies, specialized magazines now available and the catalogs of all commercial and foundational services offering these materials.

2. Within each of the schools where library service is provided it is important that a liaison be effected

\* Publisher of *Business Screen* and *See and Hear* magazines in Chicago. This article is based on an address given by Mr. Coelln at a meeting of the American Association of School Librarians, during the ALA Midwinter Conference in January, 1949.

between the supervisors of the curriculum and other department heads. Wherever a film department already exists within a system or a large school, it is hoped that the skill and specialized experience of the librarian will, through such effective liaison, eliminate the duplication of cataloging, references and materials. In this way skilled administrators will be freed for the all important tasks of utilization within the classroom and the training of classroom teachers; which are the responsibilities of the curriculum or audio-visual director.

3. Most fundamental of all is the establishment within the school library of integrated cataloging, where-in film references are brought to play in relationship to books and other references on the given subject areas.

4. Finally, where neither film collections nor audio-visual administrators exist within our schools or school systems, there is a real challenge. That challenge has already been met by the skill and experience of a few librarians who have taken leadership in beginning film collections, carefully selecting from the full range of extant audio-visual materials.

In such school systems, librarians seeking a full expression of their profession and recognizing the fundamental truth of the phrase, "books alone are not enough," have established preview committees and have worked with teachers and curriculum heads to advance the immediate use of these important tools. Especially commended is the work of such people as Marguerite Kirk, Board of Education, Newark, N. J., Virginia McJenkin, Fulton County

School Libraries, Atlanta, Ga., and others who have forged ahead in this field.

There is one clear sign at the crossroads: **We will enlist the full support and the enthusiastic interest of every member of the educational profession in America who can contribute the manpower, equipment and experience in this time of educational crisis, to the full extent of his training and experience.**

Librarians will know the distinction between those audio-visual materials that do and do not make a genuine contribution toward the learning processes, just as they know the difference between the books and pamphlets on the shelves and those discarded as unfit to be placed on the shelves.

This is not to say that selection of audio-visual materials can be made without first acquiring certain degrees of experience.

How, then, does the librarian begin to relieve the crisis in education and to advance the status of his own profession? Is it a matter of budgets impossible to secure? Is it a matter of space and time? Are these insurmountable obstacles which will prevent progress along these lines? Here are a few simple steps to get down this road toward the goal of complete school library service.

1. The first basic step was suggested in reference to provisions for information service. Call it a film reference shelf. Call it what you will, but acquire a shelf of the basic references and a few of the basic texts to which teachers can turn for further knowledge on this subject. Five or ten basic audio-visual texts,

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such as Edgar Dale's **Audio-Visual Methods in Teaching**,<sup>1</sup> and Gerald McDonald's **Educational Motion Pictures and Libraries**,<sup>2</sup> will qualify for the first reference shelf.

2. The familiar H. W. Wilson Company has a specialized film reference volume.<sup>3</sup> It is supplemented by inexpensive and easily available catalogs and source lists, such as the film guide library.<sup>4</sup> Catalogs should be secured from such well known firms as Coronet Instructional Films, Encyclopedia Britannica Films, Inc., the Society for Visual Education, United World, Young America Films and other companies that have made it their primary business to provide instructional films within the educational system.

3. The reference shelf may well begin, too, with inexpensive handbooks on the projection and presentation of audio-visual material, and catalogs of equipment manufacturers in the fields of motion and still projection, opaque projection and recordings.

The job is not finished until **every public library in these United States** has such an adequate film reference shelf to afford the same opportunity for reference in adult education for community leaders.

These are the first simple steps. If a librarian has taken them, he is on the road toward participation in this field.

The final important area for consideration is that of the establishment of actual film and record col-

lections within library walls. Librarians can best work with the aid and experience of school curriculum leaders. A materials committee of experienced people should be formed to work with the librarian.

This, then, is a basic fundamental: Librarians must **not** assume the prerogative of audio-visual leadership beyond the scope of their skill and experience or without the counsel of school leadership. **Together** they can seek the advice of commercial spokesmen, of neighbors and of experts, such as the American Library Association has provided within its national headquarters.

There have been successful operations of such review committees which began through the efforts of a single classroom teacher within a high school or an elementary school. Such collections began with the assembly of inexpensive flat picture collections and filmstrips, and with a basic knowledge as fundamental as that of the opaque and slide-film projection. Such teachers and some librarians proceed along such a path safely and securely through preview and study. They have been motivated by the ideal of their full recognition of teaching responsibility, until they reached the enviable goal of complete service within their individual schools. Some of them have attained the stature of audio-visual leadership in their cities and states because they found fascination and completeness in this medium during their experiences and in their growth of knowledge.

<sup>1</sup> Dale, Edgar, **Audio-Visual Methods in Teaching**, New York, Dryden Press, 1946. \$4.50.

<sup>2</sup> McDonald, Gerald D. **Educational Motion Pictures and Libraries**. Chicago, A.L.A., 1942. \$2.75.

<sup>3</sup> **Educational Film Guide**. Subscription includes 9 monthly issues with 3 quarterly cumulations and a bound annual volume issued in September. New York, H. W. Wilson Co. \$4.00 a year.

<sup>4</sup> A series of guides on specific subjects, such as sports, safety, etc., from 25 cents to \$1.00. **Business Screen Magazine**, 812 North Dearborn, Chicago.





Eighth grade students in the library in the Nolen M. Irby School, Arkansas State Teachers College, Conway, Ark.

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## NEW TRAINING SCHOOL LIBRARY FOR ARKANSAS STATE TEACHERS COLLEGE

By Gladys Sachse

The library in the Nolen M. Irby School on the Arkansas State Teachers College campus at Conway was planned to make children want to read. Since this school replaces the training school which was destroyed by fire in November, 1947, everything in the library is new. Two thousand books have been placed on the shelves, but, as in any healthy library, the collection is growing. The library subscribes to fourteen magazines and houses a small phonograph record collection and pamphlet file. These materials are for recreational and instructional use of children in grades one through eight, for use of practice teachers and supervisors in the training school, and as laboratory materials for college students studying library science. A record player, 16 mm. projector, and tape recorder are also kept in the library and checked out to teachers for classroom use.

The physical features of the new library enable the children to read in comfort and in attractive surroundings. The room is twenty-two feet by thirty-five feet with windows on two sides providing excellent natural lighting. Artificial light is provided by fifteen incandescent

globes extending from the ceiling. The walls, woodwork, and venetian shades are pale green. All shelving and furniture is blond oak. The floor is black asphalt tile. To advertise its services, the library has a bulletin board approximately five by fourteen feet outside the library on the corridor wall between the two doors leading into the room. Other display space is being arranged within the library.

How is the library used? As in any centralized school library, classroom groups come for recreational and informational reading. Students are taught to find materials for themselves, and one from the group generally works at the circulation desk; but there is always a professional worker available to help the children. Groups of books are checked out to the classrooms. Individual students check out books for a week at a time for home reading. In addition to being a materials center, the library also serves as a laboratory for college students doing practice work in library science.

Note: The Nolen M. Irby School building was formally dedicated during the summer graduation exercises, August 12, 1949. Miss Sachse is librarian in charge of the school library.—Ed.

## COLUMBIA COUNTY LIBRARY REOPENS

Columbia County Library opened its doors again on July 12 to appreciative patrons who inspected the remodelled library quarters after the recent five-week shutdown for extensive repair.

No books were checked out on the day of the open house, but Mrs. Jessie Hines, Miss Olga Couch, Miss Carmelita Hines and Miss Marjorie Tatum of the library staff devoted the day to showing visitors throughout the quarters. On the following day, however, 100 books were checked out between 9 a. m. and 12 noon, which indicated the popularity of the circulation service.

It had been four years since redecorating had been done at the library. The drab buff color of the walls was replaced with soft green, and the ceilings were changed from white to a fern green shade. Many patrons have commented on the additional softness given to the interior through the use of these colors.

An adjoining room formerly occupied by selective service offices was taken over by the library, and an archway cut between the two rooms. The circulation desk extends from the archway into the main library room. The new room is used as an office and workshop by Mrs. Hines and the staff. Front part of this section will soon be occupied by the Negro library.

Seven new banks of fluorescent lights have been installed, and venetian blinds are at the windows.

Great changes were made in the children's section of the library. Six new additional sections of shelves and two long reading tables with four benches were installed in this section. The tables and shelves were made in different sizes to accommodate children of different ages. So popular has this section become since its remodelling that youngsters now spend many more hours reading

in the library than they formerly did.

The Columbia County Library has made considerable progress since its comparatively humble beginning in 1942 in one room of the county courthouse. The Magnolia City Library and the Columbia County Library were merged in November, 1942. Miss Couch, formerly city librarian in Magnolia, became Mrs. Hines' assistant in the present library set-up.

Patrons in 1942 numbered about 500, as contrasted with the 4,069 main library users today. This number does not include the 974 patrons of the Columbia County bookmobile.

The bookmobile has become a popular county institution since service was inaugurated last September. County routes average about 250 miles per week; stops are made at varying intervals at 16 stores and homes where book deposits are maintained.

The rural people extend to the bookmobile visitors a consistently hearty welcome.

Requests by local patrons for inter-library loan service are steadily on the increase. The majority of these requests are for material on technical subjects.

A memorial book shelf is maintained by individual donors, and also a special PTA shelf for volumes applicable to parent-teacher activities. The Magnolia PTA chapter is considered the second largest in the state.

Two members of the first county library board in 1942 still hold their positions. They are Mr. S. C. Black, board president, McNeil; and Mrs. D. T. Chaffin, Emerson. The other members of the board are Mrs. C. L. Weber, Magnolia; Mr. Archie Monroe, Magnolia; Mrs. Paul Clark, Waldo; Mr. Floyd Wilson, Rt. 4, Magnolia, and Judge O. W. Taylor, Magnolia.

## DO YOU REMEMBER . . . ?

Religious Book Week has been incorporated into the observance of Brotherhood Week, the seventh annual observance of which will take place February 19-26.

"Books for Brotherhood," an annotated list of books for adults and children will be distributed by the National Conference of Christians and Jews, as part of the observance.

## ARKANSAS ENJOYED LIBRARIES AND BOOKS

## BACK IN THE 1840's

By Betty Lou Hutchins\*

In the 1940s Little Rock has its Public Library, its modern book stores, and its authors. But the Little Rock of the 1840's had these things, too, though in a more restricted sense. And then, too, people borrowed other people's books and forgot to return them, just as they do today. These facts concerning the Little Rock of a century ago were brought to light by a recent search through old newspapers.

The first library in Arkansas was founded in Little Rock in August, 1843, by William E. Woodruff, and was maintained for public use. Although it was not completely free, one could, for a small fee, obtain books and keep them two weeks. Membership in the library cost \$2 per year. It was a good library with a great variety of books, said to have included most of the best histories of that day, both ancient and modern; many of the standard or classic novels; books of travel, biography, scientific works and many of the leading poets. This library continued in existence for about 20 years.

When Little Rock fell into the hands of Federal troops on September 10, 1863, the books were stored in the home of the founder's eldest son, Alden Woodruff. After the fire broke out in a building nearby, the books were taken into the street for

safety. But there they were far from safe. Passing Union soldiers helped themselves to all the books they wanted.

Even before this library was established there were books circulating around Little Rock. On April 25, 1843, Albert Pike gave notice through the columns of the press that about 30 volumes of books had disappeared from his library. Such titles as "THE COUNTESS IDA", "FAIR ROSAMOND," "CROMWELL," "GENTLEMAN JACK," and "WASHINGTON" were among those missing.

"I have forgotten where these books are," said Pike, "and the borrowers, I presume, have forgotten that they have them. I will be very grateful if the person in whose custody they are, will do me the favor to return them."

Books were offered for sale in the stores, too, even before a regular bookstore was established. H. Bates and Company, Markham Street, Ashley Row, had an advertisement in the newspaper on April 24, 1844, which began with "Books! Books! New, Cheap Publications!" They had just received on commission a large assortment of books. There were books to suit everyone's taste. They included religious books, histories, novels and school books.

\* This article is reprinted from the ARKANSAS GAZETTE for September 4, 1949.

The first "Bookstore" in Arkansas was established in July, 1848, by Lemuel R. Lincoln, at Little Rock. It had on hand for sale, besides a full assortment of stationer's supplies, sets and copies of the following: Franklin's, Scott's, Burke's, and Bacon's Works; the writings of George Washington, Webster's speeches, the lives of Jefferson, Milton, Young, Grey, Beattie, Collins and Macaulay; LIFE OF TAYLOR, NAPOLEON AND HIS MARSHALLS, HEROES OF THE AMERICAN REVOLUTION; Bibles, hymn books and blank books "of every sort and size."

Little Rock had its author, too, even in that early day. Dr. Solon

Borland wrote a book entitled "THE MILK SICKNESS IN HUMANS, or the TRIMBLES OF ANIMALS." It was published by R. T. Dawson in 1846, and was, in all probability, the first book of a scientific nature that was ever written and published in Arkansas. It was said of Dr. Borland's book that it contained new and original information about the cause, effects and treatment of a common disease. Dr. Borland was extensively known as a physician in the South and West.

These facts prove that not only Arkansas today, but also Arkansas 100 years ago was literary-minded and alert intellectually.

## CITIZENS LIBRARY MOVEMENTS

By Sarah P. McHarris<sup>1</sup>

Goethe, many years ago, said:

"Spend this day loitering, 'twill be the same story

Tomorrow, and the next more dilatory.  
True, indecision brings its own delays  
And days are lost lamenting over days.  
If you are in earnest about a thing,  
begin it;

Beginning has genius, power, magic in it.  
Begin it and the mind grows heated,  
Begin it and the work will be  
completed."

and I'd like to tell you of a beginning of the Citizens Library Movement. It began to really move in May at the Tennessee Library Association when it had its first Annual Citizens Library luncheon. Miss Marjorie Beal, Director of the Library Commission of the State of North Carolina, was our inspirational speaker. She told us exactly what we needed to know—that their Citizens Movement started in 1927, when Dr. Frank Graham, President of the University of North Carolina, became vitally interested and made speeches all over the state for libraries. Their citizens helped

through W.P.A. library days, T.V.A. Demonstrations, and in 1941 got \$100,000 from the legislature.

A most interesting thing about this \$100,000 was that they divided it equally among their 100 counties. Each got \$1,000 to do exactly what they wanted—books, bookmobiles—but **every** county had a small beginning. I have a feeling that that was **good** and somewhat responsible for their steady increase. They got \$300,000 in state aid funds for each year of the next biennium in 1949. In 1927, 70% of the people of North Carolina were without service—in 1949, 8% without. They have one Citizens meeting each year—no dues—but organization is carried out by State Library field workers.

Louisiana has a Citizens Movement with 350,000 members. Kentucky and Georgia and Mississippi have movements. If all our neighbors can do it, we can do it.

The Nation spends 52c per capita, but the A.L.A. has stated \$1.50 per

<sup>1</sup> Excerpts from a speech made by Mrs. W. C. McHarris, chairman of the Tennessee Citizens Library Movement, during the conference on "The Library and the Community," held at Peabody College, August 4, 5, and 6, 1949.

capita is necessary for adequate service.

What we need is:

1. Added personnel, more trained librarians and more clerical help.
2. Many, many more books.
3. Films—the most effective way to accomplish rapid mass learning.
4. More traveling library units.
5. Buildings. Attractive, conveniently located centers where everyone wants to go.

Experience has proved that the County Regional Method of library service is sound and will work effectively.

Four points which help to build a lasting program are:

1. Vigorous participation in government at the grass roots level. Local citizens, friends and neighbors in a given county should administer affairs of the county library.
2. Coordination of all rural programs. Cooperation of rural workers. More and more rural leaders recognize the community as a complete unit and that the first objective is to improve status of the people.
3. Cooperation among counties. Rural counties are sparsely settled and they can accomplish more by pooling resources in health and libraries.
4. Better understanding between town and country areas. Mutual distrust is too often the case. Town dwellers think of country people as reactionary, uneducated and opposed to progress; country people suspect town people of scheming to get the county tax rate raised to benefit the town.

A library project which benefits country and town alike offers a wholesome and agreeable experience.

I'd like to quote from A.L.A. National plan. "Friends of Library groups have been highly successful in some places, but this type of organization is not yet generally accepted. In fact, some libraries and library boards seem to fear possible encroachment on the administrative policies of the library by a live Friends group. Are the librarians ready to take the Citizens of your communities for whom the library exists into partnership in its administration? and can we have a dynamic institution unless we do?"

Librarians are timid, they are modest, they are independent. Those are not uncomplimentary words—but they are words that **won't do** if we are to get just support in our work of bringing enlightenment to all our people through the public library.

In 1947 I heard librarians say: "Don't put those cards in the library—people will think they have to pay for library service", or another: "I think it will be nice, but I don't believe librarians ought to take the lead—they'll think we have an axe to grind." I said, "Do you suppose the National Congress of P.T.A.s would have nearly six million members if all the teachers had said, 'It's fine to have help but we shouldn't do anything. People might think we're charging for public education, or we don't want anybody to think we have an axe to grind.'" Of course we have an axe to grind and why should we be ashamed to ask our friends for help?

I would like to have the first concern of the Citizens Movement to be **reaching readers**. We believe as Dr. Joeckel does—If we put the **reader's interests** first we will disregard boundaries of city and open country—and he will be able to use any library convenient to him. The City Library should open its door for full service without nonresident fees to



all people around it. It will become an outlet in the county library system. The **county** library will make additional deposits of books. The **reader** won't realize that he is being served by two legally distinct libraries—but he will know that more books and more services are available to him.

To be sure, library administration will have many details, financial and other, to work out; but they can be worked out if we keep our eyes on the main goal of **reaching the reader**.

The library is a social institution which has come out of its retirement shouting a **Moratorium on Trivia**—to **serve** a changing world. It must have friends from every class, trade and profession—the high, the low, rich, poor, wise, simple. It must have interpreters **other** than trustees and librarians. The A.L.A. Plan says that the American public library is an

expression of American democracy in action. If library planning is to succeed at any level of government, **active citizen support** is essential.

A "Friends of the Library" organization will form a backlog of informed public opinion. Abraham Lincoln once said: "With public sentiment nothing can fail; without it nothing can succeed."

Underlying the entire "Friends" movement is a strong psychological principle. This principle is expressed in an old world folk saying: "A man went out to seek his enemies and found no friends. A man went out to seek his friends and he found no enemies."

Business has its chambers, labor its unions, and schools their P.T.A.s. Libraries need to have their **Friends**. **LET'S GO OUT TOGETHER AND SEEK OUR FRIENDS.**

## RECIPROCAL OBLIGATIONS OF LIBRARIES AND RURAL LIFE

By Dr. Norman Frost<sup>1</sup>

One of the surprising things in this surprising world is the maledroit ways in which we educators, including librarians, approach what ought to be the easiest job on earth, interesting people in books. Books have everything. Would you be gay, the gaiety of all time is distilled and epitomized for you in books. Books can meet your every mood, and yet never force themselves upon you. Your wife wants to be solemn when you would laugh. Even your dog will bark when you want to take a nap. The book closes easily and is ready at hand without reproach of word or glance when you return. A learned friend is much more a nuisance than the much more learned book. In

college I had a brilliant classmate named Hinnan. The chief difference between Hinnan and an encyclopedia was that you could shut up the encyclopedia. One need never be in fear of displaying his ignorance to a book. Who was the presidential candidate running against Lincoln in his second campaign? I'm ashamed to ask, because I ought to know. But I can look it up surreptitiously and the history book won't ever tell on me. I want to write a letter to the bishop of the Methodist Church. How should I address him? A newly elected bishop was making his first trip through his diocese. One of his vociferous friends spied him in the lobby of the hotel and rushed over

<sup>1</sup> Dr. Frost, professor of Rural Education at George Peabody College, Nashville, Tennessee, made this contribution to one panel discussion during a conference on "The Library and the Community," held at Peabody College, August 4, 5, and 6, 1949.



crying, "My God! Bishop, I'm glad to see you". The bishop said, "Really, you know, the proper address to a bishop is 'My Lord Bishop', not 'My God Bishop'."

We educators, including librarians, tend to barricade ourselves behind books, putting them between us and the people. This is particularly unfortunate with rural folks. We should get around on their side of the books, even physically.

Does this library patron, provided you can get one into the library, talk to you across a desk (a counter is even worse), or have you a chair beside your own? Old fashioned stores put their goods on shelves behind counters; modern stores leave them on tables right out in the middle of the store. We ought to do as well as store keepers, or should I say "merchandisers." Maybe librarians should be called "bookizers".

Now for reciprocal, two-way action about books. Who selects books for the library? I hope not the librarian. Surely the book consumer is the fellow who ultimately determines the stock to be carried. If the library books don't circulate, nine chances out of ten we have the

wrong books. Shakespeare accumulated a lot of dust while I was borrowing every copy of Nick Carter I could trace down in my home town. The librarian was safely barricaded behind her books.

The possibilities of reciprocal action with library books are legion. Our librarian helped the county agent arrange his bulletin. The county agent has a library poster and special list of library books. A county in East Tennessee is making a master card catalogue for public and school libraries of the books in the counties. The Health Department helped our librarian select books dealing with safety, after the school folks asked for them.

Reciprocal action can reach out in lots of directions. We usually say, "You scratch my back and I'll scratch yours." Might we say, "If I scratch your back, won't you scratch mine?"

What are we doing for the sheriff, the P.T.A., the Farm Bureau, the Odd Fellows, the Chamber of Commerce and the Ladies Aid?

We as educators can't well avoid talking to people. People talk about something. There's a book about that.

## OBERLY MEMORIAL AWARD WINNERS

Ina L. Hawes and Rose Eisenberg, of the Bibliography Division of the U. S. Department of Agriculture Library, Washington, D.C., were recently announced as joint recipients of the Oberly Memorial Award, given by the American Library Association to the compiler of the best bibliography in the field of agriculture or the natural sciences.

The award, granted at two-year intervals, consists of income from a capital fund contributed to the American Library Association as a memorial by the colleagues of Eunice Rockwood Oberly, late librarian of

the Bureau of Plant Industry, U. S. Department of Agriculture. Twelve awards have been made by the A. L. A. since the establishment of the fund in 1925.

The bibliography selected for the 1949 award by the Oberly Memorial Fund Committee of the A.L.A. is on aviation and economic entomology, published in April 1947 by the U.S. Dept. of Agriculture.

Miss Hawes and Miss Eisenberg accepted the award in person at the American Library Association conference in Atlantic City.

## NEWS NOTES

**J. M. Peace**, librarian at A. and M. College, Magnolia, retired this summer from the library profession in Arkansas, "after thirty-five years in the educational field of Arkansas, thirty-one of which have been spent in the English, Mathematics, and Library departments of the college."

**Arkadelphia Rotarians** heard an account of the development of the Arkadelphia and Clark County libraries, in a talk given by Miss Martha Greene at the weekly meeting on August 19. President of the Women's Library Association, Miss Greene told how that organization began fifty-two years ago when a small group of women met in the home of Mrs. J. W. Patterson. The total circulation at the present library during the last fiscal year was over 82,000 volumes.

**Miss Anamarie Johnson of Conway**, who has completed a summer of library work at the University of Illinois this year, has assumed the position as librarian of the new Conway-Perry Regional Library with headquarters in Morrilton.

**Plans for a library branch** for Negro citizens of Hot Springs were announced recently by Miss Vivian Maddox, librarian, Garland County Library. The branch library was opened late in September.

**Mrs. John F. Rutherford**, formerly a member of the Commission staff, is now assistant librarian at the Southeast Arkansas Regional Library in Monticello.

**Clarence R. Graham**, son of Mr. and Mrs. Sam Graham of West Helena, has been elected president of the American Library Association. Mr. Graham is librarian of the Louisville, Kentucky library, and last year

served as president of the Southeastern Library Association.

**R. H. Moore**, former superintendent of Jonesboro public schools, was elected chairman of the Arkansas Library Commission at the annual reorganization meeting held at the State Capitol during July. He has been a member of the Commission for seven years.

**September was an eventful month** for the Arkansas Library Commission, since they were able to announce the appointment of three new staff members.

On the first of the month Miss Mary Louise Giraud assumed her duties as Consultant for Public and School Libraries. Miss Giraud was formerly librarian for Rusk County, Henderson, Texas. She received her Master of Arts Degree with a major in Library Science this past summer from George Peabody College, Nashville, Tennessee.

Miss LaNell Compton came to the Commission as Cataloger Sept. 6. Before coming to the Arkansas Library Commission, Miss Compton was in the Catalog Department of the University of Arkansas. She was granted the degree of Bachelor of Science in Library Science from George Peabody College, Nashville, Tennessee, June, 1948.

After a year's absence Mrs. Karl Neal, formerly of the Loan Department, returned to the Arkansas Library Commission as Reference and Order Librarian on September 15. During the interim Mrs. Neal obtained her Master of Arts Degree with a major in Library Science from the University of Denver, Denver, Colorado, August, 1949.

## ERRATUM

The Arkansas Library Commission and the Arkansas Library Association, deeply regret an error which appeared in the July, 1949, issue of "Arkansas Libraries." Mr. Roy Milum, Harrison, Arkansas, was given credit for the paper which was presented by Mrs. I. C. Oxner, member

of the board of the Arkansas Library Commission, at the Arkansas Library Association Regional meeting held in El Dorado, Arkansas, May 9, 1949.

Irene Mason, Chairman  
Publications and  
Publicity Committee, 1949

"Library Trustee." *Arkansas Libraries*, Vol. 6, Series II, July, 1949, page 6. This paper was presented by Mrs. I. C. Oxner at the Arkansas Library Association Regional meeting, El Dorado, Arkansas, May 9, 1949. Mr. Roy Milum spoke on the duties of library board members at the Arkansas Library Association Regional meeting at Harrison, Arkansas, April 26, 1949. The two papers were confused because of a similarity of title and an error in the dating of the papers.

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